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ABSTRACT

The effects of overassignment (three students living in a room usually assigned to two) on students at Rutgers and Douglass Colleges are examined in a study of differences between students housed in two- and three-person rooms for the semester. The dependent measures were perception of the university environment, academic performance, physical (medical) and psychological symptoms, and behavioral differences. Out of the 506 students sampled, only 75 percent (380) were useful for analysis. The mean age was 18.6, was 56 percent male, 80 percent double-room residents, and 50 percent freshman. Students were given the University Residence Environment Scale (URES), a modified Biographical and Experiential Questionnaire (BEQ), and two modified scales from the College Student Satisfaction Questionnaire (CSSQ). Findings include: students housed in triple rooms spend more time at home than those in double rooms; students in triple rooms are older than those in double rooms; freshmen showed no difference between doubles and triples; students in triple rooms report less on the "Symptom" scale having less back pains, less dizziness, no loss of appetite, and fewer instances of nervousness. Comparisons between Rutgers and Douglass College produced several differences: (1) students at Rutgers indicate more "involvement," "competition," and "innovation," but less "traditional social orientation"; (2) students at Douglass rate their physical environment more positively than Rutgers students; and (3) Rutgers college students report more satisfaction with their social environment than those at Douglass College. Several recommendations are offered, including: designate more permanent triple rooms; emphasize ecology, or how many people the environment can comfortably house; and the term "overcrowding" should be replaced by the word "overassignment" to dismiss negative connotations. (LC)

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THE IMPACT OF TRIPLE ROOM ASSIGNMENT

ON STUDENTS AT RUTGERS AND

DOUGLASS COLLEGES

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The demand for on-campus student housing at Rutgers University has been outstripping the available supply for some time. This has been the situation at most colleges and universities, thus necessitating new dormitory construction or a reduction in the percentage of students housed or the "overassignment" of students, or all of these options. Rutgers University has utilized all of these options. With respect to overassignment the strategy was as follows.

> Temporary Triple Rooms and Staged Triple Rooms - Two types of rooms have been established on Rutgers, Cook, and Livingston and Douglass campuses.
>
> A. Temporary Triple Rooms - Rooms established with a bed, desk, chair and storage drawers will remain set in this fashion the entire academic year.
>
> B. Staged Triple Rooms - Rooms established with an extra bed only (no extra desk or drawers). The third occupant in these rooms will be offered normal housing within the first few weeks of the school year. As soon as the third person is reassigned, the extra bed will be removed by housing.
>
> In some apartments normally scheduled to house four, a fifth student was housed as in "A" above.

(See Appendix A)

This report examines the effects of overassignment (three students living in a room usually assigned to two) on students at Rutgers and Douglass Colleges.

Many white middle-class American researchers have been quick to classify a situation in which three university students share a room as a "crowded" environment. This has led them to expect many negative consequences in these situations. It is not surprising then that Aiello and Epstein found the "consequences of living in a crowded dormitory environment" to be "greater stress

related to arousal" and "a decreased capacity for solving complex cognitive problems."[1] Women were reported to experience more negative consequences than men. However, a follow-up study found that "the crowding experience had little, if any, negative effects on students' subsequent lives."[2] Both of these studies involved students of Cook College, Rutgers University. Other studies by the Dean of Students Office at Rutgers College in 1977 concluded that "student reaction to living in a triple room is clearly unfavorable."[3] However the results were not tested for statistical significance and the studies were plagued by many design flaws.

Among female students at Auburn University, Glassman et al found that those housed in triples (overassigned) obtained significantly lower GPA's and were less satisfied with their rooms and roommates than those in doubles.[4] However, at the University of Georgia no differences were found between students living in "expanded occupancy" and "normal" occupancy rooms with respect to GPA's, level of satisfaction with room, use made of room and residence hall atmosphere.[5] But women and freshmen living in "expanded occupancy" rooms had a "slightly lower level of satisfaction with the residence hall and roommates."

Desler and North reviewed fourteen studies which investigated the relationships between student living arrangements and academic performance.[6] These studies investigated such independent variables as halls/apartments/fraternities/off campus housing and doubles/triples (overassignments). In summary, they concluded that:

> The literature seems to suggest that academic achievement of students living in a variety of situations does not vary significantly from one living arrangement to another, and that students are able to adjust to their particular living environment." (p. 19)

Desler and North confirmed this hypothesis with a study which included 6,960 freshmen students from Michigan State University. First time freshmen who were overassigned for the entire fall semester were similar in their perception of the university environment and grade point average (GPA) to students not overassigned. Similarly, Baron et al found no overall differences in academic performance between doubles and triples in "a state university in New England."[7]

It appears that the pessimistic assumptions regarding the effects of three students sharing a dorm room represent exagerations and are inconsistent with the majority of research findings to date.

PURPOSE OF THIS STUDY

The primary purpose of this study was to investigate the differences between students housed in two and three person rooms for a semester. The dependent measures were the following:

1. Perception of the University environment.
2. Academic performance.
3. Physical (medical) and psychological symptoms.
4. Behavioral differences.

METHODOLOGY

SAMPLE SELECTION

Students were sampled from a wide range of environments to enable comparisons at three levels: (1) triple versus double rooms, (2) across and within halls, (3) across and within campus. The environment from which students were recruited were as follows:

1. A hall on College Avenue Campus in which no rooms were tripled (Hardenburgh). N=99
2. A hall on College Avenue in which some rooms were tripled and some doubled (Clothier). N=75
3. A hall on College Avenue Campus in which some long standing triple rooms existed (The Quad). N=38
4. A hall on Busch Campus in which no rooms were tripled (Davidson). N=99
5. A hall on Busch Campus in which some rooms were tripled and some doubled (Mattia). N=78
6. A hall on Douglass Campus in which some rooms were tripled and some were doubled (New Gibbons A). N=61
7. A hall on Doublass Campus in which all rooms were doubled with the exception of three triples (Lippincott). N-56

This provided a total sample of 506, but due to incomplete protocol only 75% (380) of these were useful for analysis. The final sample had a mean age of 18.6 years, was 56% male, 80% double room residents and 50% freshmen. By ethnicity, the

sample was 89% Caucasian, 4% African-American, 1.5% Oriental and 5% "Other".

A wide range of majors was sampled; 20% Engineering, 7% Pharmacy, 5% Creative and Performing Arts, 15% Humanities/ Language, 22% Math/Science, 21% Social Studies and 10% "Other".

MEASURES

All students in the selected environment were requested to fill out the University Residence Environment Scale (URES), a modified Biographical and Experiential Questionnaire (BEQ) and two modified scales from the College Student Satisfaction Questionnaire (CSSQ). The purpose of the URES was to assess the social climate within living groups as perceived by the students. This instrument has ten subscales which are organized into three major dimensions.

1. Relationship (Involvement and Support subscales)
2. Personal Growth or Development (Independence, Traditional Social Orientation, Competition, Academic Achievement, and Intellectuality subscales)
3. System Maintenance and System Change (Order and Organization, Student Influence, and Innovation subscales)

(See Appendix B)

The BEQ elicited background information, reports on behaviors, self descriptions, feelings, symptoms and use of health preserving or improving substances (See Appendix C). In the BEQ, the items in question 15, #'s 1-13 and question 18,

#'s 15, 19 and 21 made up the POSITIVE FEELINGS scale. Item #14 in question 15 and items 16, 17, 18, 20, 22, 23, 24 and 25 in question 18 were the NEGATIVE FEELINGS scale. The SYMPTOMS scale was made up of all items in question 16 and the HEALTH PRESERVING OR IMPROVING scale was made up of itmes in question 17.

The two modified scales from the CSSQ assessed the extent to which the student was satisfied with the social and physical environment of their campus residence. These are found in section IV, where questions 20-31 are the PHYSICAL ENVIRONMENT scale and questions 32-46 the SOCIAL ENVIRONMENT scale. These scales measured such issues as cleanliness, comfort, privacy and the quality of the social life.

Finally, from students' files term and cumulative grade point average (GPA) and incoming college board scores (SAT) were recorded.

PROCEDURE

In all Residence Halls except the Quad, the questionnaires were administered by Preceptors or House-Chairwomen. The Preceptors of the Quad were unable to find time to participate so other students (living elsewhere) were recruited in their place. These "administrators" were familiarized with the nature of the questionnaire and the OP-SCAN answer sheets, but not with the primary purpose of the study. Notices were posted informing residents of the time and place at which the questionnaires

would be administered, usually in a lounge of the Hall. At the time designated for the administration of the questionnaire some administrators went from room to room reminding the residents. For students at Rutgers College, doughnuts and apple cider were provided for them while they filled out the questionnaires. Informed consent was obtained from each student (See Appendix D) before they received the questionnaires. They were informed about the nature of the study in general terms, that their participation would be voluntary and that they were free to withdraw at any time without penalty. The percentage of students in each hall that volunteered to participate were as follows: Hardenburgh 30%, Clothier 17%, the Quad 9%, Davidson 29%, Mattia 31%, New Gibbons A 24% and Lippincott 22%. The percent of respondents for all residence halls combined was 22%.

Statistical analyses were performed using both T tests and analyses of variance.

FINDINGS

COMBINED SAMPLE

The results for the combined sample are shown in Table 1. Students in triples were older than those in doubles. Across all comparisons except freshmen, the only consistent finding is that students housed in triple rooms spend more time at home than do those in double rooms ($T > 2.0$, $P < .05$). In addition the reciprocal relationship was exhibited by upperclassmen and women. Those housed in triples spent less time on campus. Other significant findings are that among women, those housed in triples were more satisfied with their physical environment but less satisfied with the social environment compared to those in doubles. However, men housed in triples were more satisfied with their social environment than those in doubles. Freshmen showed no difference between doubles and triples on any measure.

In Table 2 the responses of the total sample are examined as a function of whether housing assignment was the student's first choice or "no choice". Among the no choice group no differences were found between those in doubles and those in triples. The students who got their first choice in doubles spent more time on campus than at home but less time at home than those whose first choice were in triples.

On a number of individual items there were significant differences between students in double and triple rooms. For example, on the "Symptom" scale, students in double rooms reported more back pains, dizziness, loss of appetite and nervousness (T 2.0, p .05) than those in triples. On the other

eleven items there were no differences between the rooms. Similarly, there were counter intuitive differences on two items from the "Physical Environment" scale. Students in triples reported greater satisfaction with "the cleanliness of the housing..." and "the availability of quiet study areas for students." There were no differences on the other items.

When doubles and triples were combined a number of significant differences were found by class and sex. Freshmen reported experiencing more "involvement", "emotional support", "order and organization", "negative feelings" and a more positive perception of the physical environment than did upperclassmen (Table 1). Looking at sex, women reported experiencing more "emotional support", "traditional social orientation: and "order and organization" than men, but men reported more "involvement" and "competition". Women reported more symptoms, use of medication and health related substances, more positive feelings and a more positive perception of the physical environment. Also, men had significantly higher SAT-Math scores. (Table 1).

RUTGERS COLLEGE

The results for the Rutgers College sample are in Table 3. tudents housed in triples spent more time at home than those in doubles. (see total sample, upperclassmen, women men and Clothier residents), and less time on campus (see women, upperclassmen and Clothier residents). Women housed in triples were more satisfied with their physical environment but less so with their social environment.

DOUGLASS COLLEGE

The results for the Douglass College sample are in Table 4. Here we see few differences between doubles and triples. In the total sample the students in double rooms tended to be older and have higher SAT scores. Freshmen and Gibbons residents in doubles rated the social environment higher than did similar students in triples. The majority of the Douglass College sample were housed in Gibbons Hall (78%) and here we see that students housed in triples spent more time at home. However, this difference may be compounded by age. Note that triples were younger than doubles and that freshmen spent more time at home and less time on campus than the upperclassmen.

The one other significant difference within the Douglass sample was that freshmen reported experiencing more "involvement" and "competition" than did upperclassmen.

COMPARING RUTGERS AND DOUGLASS

Many differences were found between both colleges on the URES, perception measures and grades, but not on self ratings or time spent at home or on campus (See Table 5). Rutgers College students reported more "involvement", "competition" and "innovation", but less "traditional social orientation", "order and organization" and "student influence" (URES scale). Douglass College students rated their physical environment as being more positive than Rutgers College students but this situation was reversed on the question of social environment. The Rutgers

College sample had a higher mean SAT-Math score but lower term average than did the Douglass sample. Interestingly, these many differences on the URES scale or grades did not show up in any other intra-college comparisons, and not between doubles and triples.

DISCUSSION AND RECOMMENDATIONS

These results indicate that the differences between students housed in two and three person hall rooms for a semester are few. With exceptions, the most consistent finding was that overassigned students (triples) tended to spend more time at home and less on campus on weekends. It may be argued that whatever "problems" overassignment could have influenced were largely prevented by the ability of students to easily leave the campus environment on weekends. Similarly, overassigned students may have defined the purpose of a dorm room differently than doubles, thus resulting in different expectations and a willingness to spend more time away from the campus (and the room). The fact that Rutgers is a state university with the majority of students living within a reasonable distance makes going home on weekends a reasonable option. Interestingly many more significant differences were found for class (freshmen vs. upperclassmen), sex and campus on the perception measures than for room (double vs. triple). This indicates that the student's perception of the University environment is more influenced by their class standing, gender or campus residence than by whether their room is double or triple.

The "success" of the Rutgers overassignment plan can primarily be attributed to the possible absence of a phenomenon of major problems developing from assigning three students to a dorm room. However, it is also possible that because students were informed about the housing situation prior to their arrival on campus and the overassigned rooms were equipped with more compact furniture, their expectations were modified. Whatever the

explanation, students in triples did not differ from those in doubles in their perception of the University social or physical environment, academic performance, physical symptoms, psychological symptoms or use of medication and health related substances. And only upperclasspersons differed in time spent on campus on weekends.

In light of these results the following recommendations are made:

1. The term "overcrowding" should no longer be used because of its superfluous meaning and inherently negative connotations. Instead "overassignment" should be used to describe situations in which the number of students housed in a unit exceeds "normal" occupancy.
2. Expand the option of on campus housing for triples, if necessary, by designating more "permanent" triple rooms. These should be at a reduced cost to students who chose them and who are allowed to select their roommates (if upperclassmen). This housing option could be recommended for students living close to campus or those with off-campus weekend jobs.
3. If it becomes necessary to create permanent triple rooms or overassigning, major consideration should be placed on the ecology of the dorm and its environment, not just the individual room and student (who ideally should self select). The primary issues of consideration should be "How many people can this environment safely, comfortably and functionally serve?" To answer this one should consider

such issues as bathroom and laundry facilities, lounge and study areas, access to exits in an emergency and availability of transportation and other student services.

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TABLE 1

SUMMARY TABLE OF MEANS FOR RUTGERS AND DOUGLASS COLLEGE COMBINED

	TOTAL SAMPLE		CLASS				SEX				MAX
			FRESHMEN		UPPERCLASSMEN		WOMEN		MEN		
	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE	SCORE
N	310	70	146	46	164	24	185	29	125	41	
MEASURES:											
U.R.E.S.											
Involvement	6.6	6.4	7.1	7.3 ##	6.2	5.0	6.6	5.9 ###	6.6	7.0	10
Emotional Support	6.2	6.4	6.5	7.3 ###	5.8	4.8	6.4	6.5 #	5.7	6.6	10
Independence	4.3	4.4	4.9	4.3	4.8	4.7	5.0	4.0	4.6	4.8	10
Traditional Social Orientation	4.5	4.8	4.4	4.8	4.7	5.4	4.8	5.2 ##	4.1	4.7	9
Competition	3.6	3.2	3.5	3.3	3.6	3.2	3.1	3.0 ##	4.2	3.4	9
Academic Achievement	5.2	5.4	5.5	5.5	5.0	5.3	5.2	5.9	5.2	5.0	9
Intellectuality	3.6	4.1	3.8	4.3	3.5	3.8	3.8	4.4	3.4	3.9	9
Order and Organization	5.8	6.3	6.1	6.7 #	5.6	5.2	6.1	7.1 ##	5.4	5.8	10
Student Influence	4.9	4.9	4.9	4.6	5.0	5.2	5.1	5.0	4.8	4.7	10
Innovation	5.3	5.4	5.8	5.8 #	4.9	5.3	5.2	5.0	5.4	5.9	10
SELF RATINGS											
Self Description	37.1	38.1	37.1	38.0	37.2	38.1	37.5	37.8	36.5	38.2	52
Symptoms	26.3	24.9	26.6	25.5	26.0	24.1	27.0	24.8 #	25.2	25.0	60
Medication and Health Related Substances	17.6	17.0	17.4	16.9	17.8	17.5	18.3	18.0 ###	16.8	16.4	48
Positive Feelings	8.3	8.1	8.3	8.2	8.3	8.1	8.5	8.1 #	8.0	8.1	12
Negative Feelings	22.2	21.5	22.7	22.9	21.6	20.7	22.6	21.3	21.6	21.6	36

TABLE 1 (cont'd)

SUMMARY TABLE OF MEANS FOR RUTGERS AND DOUGLASS COLLEGE COMBINED

	TOTAL SAMPLE		CLASS				SEX				MAX
			FRESHMEN		UPPERCLASSMEN		WOMEN		MEN		
	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE	SCORE
N	310	70	146	46	164	24	185	29	125	41	
MEASURES:											
PERCEPTIONS											
Physical Environment	33.7	35.1	35.2##	35.2	32.4	35.6	33.6 *	37.2 #	33.9	33.7	60
Social Environment	46.7	46.9	47.3	47.7	46.1	46.8	47.0 *	43.5	46.3 *	49.1	75
BEHAVIORS											
Time Spent At Home	1.6*	2.0	1.7	1.8	1.4 *	2.2	1.5*	2.0	1.6*	2.0	5
Time Spent On Campus	2.3	2.1	2.1	2.1	2.4 *	2.0	2.4*	2.0	2.2	2.1	5
AGE	18.8**	18.3	18.0	18.0 ###	19.5	19.3	18.6	18.5	18.9	18.2	
GRADES											
SAT - V	510	500	500	490	520	510	510	490	500	500	
SAT - M	550	560	540	570	560	550	540	490 ###	580	600	
Term Average	2.463	2.408	2.532	2.468	2.409	2.328	2.475	2.298	2.463	2.493	
Cum Average	2.466	2.459	2.547	2.544	2.339	2.345	2.483	2.325	2.460	2.561	

NOTE 1 : "*" indicates significant difference between adjacent columns

NOTE 2 : "#" indicates significant differences between adjacent superordinate categories

* or # P < .05
** or ## P < .01
*** or ### P < .001

TABLE 2

MEANS OF STUDENTS WHOSE HOUSING ASSIGNMENT WAS "FIRST CHOICE" OR "NO CHOICE" IN DOUBLES AND TRIPLES.

	FIRST CHOICE		NO CHOICE	
	DOUBLE	TRIPLE	DOUBLE	TRIPLE
N	166	24	97	43
MEASURES:				
U.R.E.S.				
Involvement	6.6	6.2	6.5	6.5
Emotional Support	6.1	6.0	6.3	6.7
Independence	4.8	5.3	4.9	4.6
Traditional Social Orientation	4.5	3.1	4.6	4.8
Competition	3.6	5.7	3.7	3.3
Academic Achievement	5.1	4.2	5.4	5.2
Intellectuality	3.6	6.4	3.7	3.9
Order and Organization	5.7	5.4	6.0	6.4
Student Influence	4.9	5.7	4.9	4.5
Innovation	5.2	5.7	5.3	5.4
SELF RATINGS				
Self Description	37.8	37.4	36.6	38.3
Symptoms	25.9	23.0	26.9	26.3
Medication and Health Related Substances	17.4	16.6	17.4	17.7
Positive Feelings	8.2	7.8	8.3	8.3
Negative Feelings	21.7	21.0	22.7	22.0

TABLE 2 (cont'd)

MEANS OF STUDENTS WHOSE HOUSING ASSIGNMENT WAS "FIRST CHOICE" OR "NO CHOICE" IN DOUBLES AND TRIPLES.

	FIRST CHOICE		NO CHOICE	
	DOUBLE	TRIPLE	DOUBLE	TRIPLE
MEASURES:				
PERCEPTIONS				
Physical Environment	33.1 *	37.2	34.7	34.6
Social Environment	46.3	45.2	47.2	47.0
BEHAVIORS				
Time Spent At Home	1.5 *	2.0	1.8	1.9
Time Spent On Campus	2.3	2.2	2.2	2.0
AGE	19.1	19.1	18.3	18.2
GRADES				
SAT - V	510	500	490	500
SAT - M	560	560	540	560
Term Average	2.399	2.454	2.604	2.439
Cum Average	2.439	2.496	2.596	2.448

* $P < .05$

TABLE 3

SUMMARY TABLE OF MEANS FOR RUTGERS COLLEGE

	RUTGERS COLLEGE		CLASS				RESIDENCE HALLS								RUTGERS COLLEGE WOMEN	
			FRESHMEN		UPPERCLASSMEN		HRDBG.	CLOTHIER		QUAD		DVDSN.	MATTIA			
	DOUBLE	TRIPLE	DOUBLE	TRIFLE	DOUBLE	TRIPLE	DOUBLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE
N	270	59	135	38	135	21	82	37	14	19	20	92	40	25	145	18
MEASURES:																
U.R.E.S.																
Involvement	6.8	7.0	7.2	7.7	6.5	5.5	6.3	5.9	7.0	5.6	6.7	7.8	6.9	7.2	7.0	7.0
Emotional Support	6.2	6.4	6.6	7.2	5.9	4.9	5.7	5.9	6.6	6.1	6.0	6.9	6.1	6.5	6.6	6.4
Independence	4.8	4.4	4.9	4.2	4.8	4.7	5.1	4.9	4.4	4.5	5.6	4.7	4.6	3.6	5.0 *	3.3
Traditional Social Orientation	4.3	4.9	4.1	4.8	4.4	5.1	4.1	4.5	4.3	6.4	5.8	4.2	3.9	4.6	4.5	5.5
Competition	3.6	3.5	3.5	3.4	3.7	3.6	3.9	3.8	3.9	3.6	3.6	3.3	3.5	3.3	3.1	3.6
Academic Achievement	5.3	5.2	5.5	5.4	5.1	5.1	5.1	5.4	4.9	5.4	4.6	5.2	5.6	5.8	5.2	5.8
Intellectuality	3.5	4.1	3.8	4.2	3.3	4.0	3.4	3.7	4.3	3.8	2.9	3.4	3.9	4.8	3.7	4.6
Order and Organization	5.7	6.1	6.0	6.5	5.4	5.1	4.6	6.6	6.6	5.6	6.2	6.3	5.5	5.8	5.9	7.1
Student Influence	4.8	4.7	4.8	4.6	4.9	4.9	4.4	4.6	5.3	4.1	4.2	5.2	5.2	4.8	4.9	4.6
Innovation	5.4	5.7	5.8	6.0	5.1	5.4	5.2	5.3	5.7	4.8	5.4	5.7	5.4	6.0	5.4	5.3
SELF RATINGS																
Self Description	36.9	38.1	36.9	38.0	37.0	38.2	36.0	38.0	38.9	38.9	38.9	37.0	36.9	37.2	37.3	37.9
Symptoms	26.5	25.2	26.6	25.6	26.3	24.4	25.8	25.7	24.0	26.9	26.7	27.4	26.7	24.7	27.4	25.7
Medication and Health Related Substances	17.6	16.9	17.4	16.8	17.8	17.3	17.9	16.4	16.6	18.6	17.8	18.1	16.9	16.4	18.4	18.3
Positive Feelings	8.2	8.2	8.3	8.2	8.2	8.1	8.2	8.9	8.1	8.7	8.5	8.2	7.8	7.9	8.5	8.2
Negative Feelings	22.4	21.6	22.8	22.1	21.9	20.8	22.8	22.1	19.4	22.3	22.3	22.3	22.2	22.0	23.0	21.5

TABLE 3 (cont'd)

SUMMARY TABLE OF MEANS FOR RUTGERS COLLEGE

	RUTGERS COLLEGE		CLASS: FRESHMEN		CLASS: UPPERCLASSMEN		RESIDENCE HALLS: HRDBG.	CLOTHIER		QUAD		DVDSN.	MATTIA		RUTGERS COLLEGE WOMEN	
	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE
N																
MEASURES:																
PERCEPTIONS																
Physical Environment	32.9	34.1	34.5	34.1	31.5	34.5	31.8	33.9	31.6	30.0	33.7	33.9	33.5	35.4	32.4	35.0
Social Environment	47.1	47.9	47.5	49.1	46.7	47.0	45.1	51.0	50.3	44.6	47.8	47.5	48.0	46.9	48.0	44.6
BEHAVIORS																
Time Spent At Home	1.6 *	2.0	1.7	1.8	1.5 *	2.4	1.6	1.5 *	2.3	1.3	1.9	1.6	1.8	2.0	1.5 *	2.2
Time Spent On Campus	2.3	2.0	2.2	2.1	2.4 *	1.8	2.4	2.5 *	1.9	2.6	2.0	2.2	2.1	2.1	2.4 *	1.7
AGE	18.7	18.4	18.0	18.0	19.4	19.2	18.6	18.3	19.0	18.4	18.2	19.0	18.7	18.3	18.4	18.9
GRADES																
SAT - V	510	510	500	500	510	520	NA	520	500	470	510	510	500	510	510	510
SAT - M	560	570	550	580	570	570	NA	540	560	510	540	570	560	600	550	500
Term Average	2.511	2.459	2.549	2.472	2.482	2.434	NA	2.200	2.400	2.468	2.292	2.571	2.669	2.586	2.534	2.371
Cum Average	2.506	2.491	2.566	2.550	2.453	2.371	NA	2.207	2.296	2.522	2.461	2.586	2.586	2.586	2.534	2.298

* $P < .05$

NOTE: NA = Not Available

TABLE 4

SUMMARY OF MEANS FOR DOUGLASS COLLEGE

	DOUGLASS COLLEGE		CLASS				RESIDENCE HALLS			
			FRESHMEN		UPPERCLASSMEN		GIBBONS		LIPPINCOTT	
	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE
N	40	11	11	8	29	3	29	8	11	3
MEASURES:										
U.R.E.S.										
Involvement	5.2	4.8	6.2	5.7 #	4.8	2.0	4.8	4.4	6.5	7.0
Emotional Support	5.8	6.3	6.5	7.8	5.4	4.0	5.9	6.1	5.4	7.7
Independence	4.8	4.6	4.3	4.9	4.9	4.7	4.6	4.4	5.3	5.3
Traditional Social Orientation	6.3	4.6	7.2	4.8	4.8	6.7	6.1	4.3	6.8	6.0
Competition	3.2	2.1	4.0	2.6 #	2.6	1.0	3.1	1.9	3.5	3.3
Academic Achievement	5.1	6.1	5.3	5.8	5.8	6.3	5.4	6.5	4.3	4.3
Intellectuality	4.3	4.1	3.9	4.9	4.9	2.7	4.8	3.9	2.8	4.7
Order and Organization	6.9	6.8	6.8	7.6	7.6	5.7	6.9	6.7	7.0	7.3
Student Influence	5.9	5.4	5.8	4.6	4.6	6.7	6.2	5.9	5.2	3.0
Innovation	4.6	4.4	5.1	4.9	6.9	4.7	4.4	3.9	4.9	6.7
SELF RATINGS										
Self Description	38.1	37.7	38.2	38.1	38.0	37.3	38.3	38.1	37.4	36.3
Symptoms	25.1	23.9	26.2	25.0	24.7	22.0	24.9	23.3	25.8	26.3
Medication and Health Related Substances	17.6	17.6	17.0	17.4	17.9	19.3	17.8	17.3	16.9	19.0
Positive Feelings	8.5	8.1	8.4	8.2	8.4	8.2	8.6	8.4	8.3	7.0
Negative Feelings	20.7	21.2	22.2	21.7	19.9	20.0	19.8	20.1	22.7	25.3

TABLE 4

SUMMARY OF MEANS FOR DOUGLASS COLLEGE (cont'd)

	CLASS						RESIDENCE HALLS			
	COLLEGE		FRESHMEN		UPPERCLASSMEN		GIBBONS		LIPPINCOTT	
	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE	DOUBLE	TRIPLE
N										
MEASURES:										
PERCEPTIONS										
Physical Environment	38.5	40.0	41.4	39.5	37.0	42.7	38.6	39.4	38.3	41.7
Social Environment	43.8	42.0	45.1 *	41.0	43.1	45.7	44.3 *	41.3	42.6	45.0
BEHAVIORS										
Time Spent At Home	1.6	1.7	2.1	1.7 #	1.3	1.0	1.6 *	2.1	1.5	0.3
Time Spent On Campus	2.3	2.4	1.8	2.1 #	2.5	3.0	1.2	2.2	2.4	3.0
AGE	19.3 ***	18.0	18.1	18.2 ###	20.0	19.7	19.6	19.6	18.6	19.3
GRADES										
SAT - V	510 **	470	490 **	360 #	520	480	520	470	490	
SAT - M	500 *	480	500 **	380	510	470	500	480	510	
Term Average	2.169	2.173	2.378	2.400	2.069	1.725	2.144	2.173	2.258	
Cum Average	2.223	2.313	2.378	2.446	2.150	2.205	2.203	2.313	2.296	

NOTE 1: "*" indicates significant difference between adjacent columns

NOTE 2: "#" indicates significant differences between adjacent superordinate categories

* or # $P < .05$
** or ## $P < .01$
*** or ### $P < .001$

TABLE 5

SUMMARY MEANS FOR RUTGERS AND DOUGLASS

	RUTGERS		DOUGLASS
N	329		51
MEASURES:			
U.R.E.S.			
Involvement	6.9	***	5.1
Emotional Support	6.3		5.9
Independence	4.8		4.7
Traditional Social Orientation	4.4	***	5.7
Competition	3.6	***	2.8
Academic Achievement	5.3		5.4
Intellectuality	3.7		4.2
Order and Organization	5.8	**	6.9
Student Influence	4.8	***	5.8
Innovation	5.4	***	4.5
SELF RATINGS			
Self Description	37.2		38.0
Symptoms	26.3		24.9
Medication and Health Related Substances	17.5		17.6
Positive Feelings	8.3		8.4
Negative Feelings	22.3		20.8

TABLE 5

SUMMARY MEANS FOR RUTGERS AND DOUGLASS

	RUTGERS		DOUGLASS
MEASURES:			
PERCEPTIONS			
Physical Environment	33.1	***	38.9
Social Environment	47.3	**	43.4
BEHAVIORS			
Time Spent At Home	1.7		1.6
Time Spent On Campus	2.3		2.3
AGE	18.7	**	19.0
GRADES			
SAT - V	510		500
SAT - M	560	***	500
Term Average	2.485	*	2.170
Cum Average	2.490		2.248

* $P < .05$

** $P < .01$

*** $P < .001$

APPENDICES

APPENDIX A

Rutgers Division of Housing Policy on Over-Crowding -- 1978-79 Academic Year

RUTGERS - THE STATE UNIVERSITY

Division of Housing

August 1, 1978

Dear Student:

Colleges and Universities across the country are experiencing an increasing demand for on-campus housing. Rutgers College is no exception. We have had a record number of applications for housing this academic year. In order to meet our students' needs as comfortably as possible, we have instituted the policy of tripling a number of rooms.

You have been assigned to a triple room. The Division of Housing has carefully chosen these rooms because of their larger size, and has furnished these rooms with special triple furniture. In addition, you will be receiving a refund for the amount of time you live in the triple room.

Our office will be happy to answer any questions you may have about the triple rooms. We look forward to seeing you in September and hope your summer has been rewarding.

Sincerely,

Dawn Burns

Dawn Burns
Assistant Supervisor
Housing
Rutgers College

DB/arg

DIVISION OF HOUSING

Policy on Over-Crowding - 1978-79 Academic Year

During the 1978-79 school year, many students at Rutgers College, Cook College, Livingston College and Douglass College will be assigned three to a room normally scheduled to house two or five to an apartment normally scheduled to house four. Since the students on all four campuses sign the same housing agreement, the procedures outlined below have been established to treat all residents equally and fairly.

I. Temporary Triple Rooms and Staged Triple Rooms - Two types of rooms have been established on Rutgers, Cook, and Livingston and Douglass campuses.

A. Temporary Triple Rooms - Rooms established with a bed, desk, chair and storage drawers will remain set in this fashion the entire academic year.

B. Staged Triple Rooms - Rooms established with an extra bed only (No extra desk or drawers). The third occupant in these rooms will be offered normal housing within the first few weeks of the school year. As soon as the third person is reassigned, the extra bed will be removed by housing.

II. Assignment and De-Tripling - Room assignments on all campuses have been made according to the date the housing application was received.

A. Students in staged triple rooms will be de-tripled first as normal housing becomes available. Normally all three students in the staged triple will be given the option of deciding who will move to the normal room as it becomes available. If no agreement is reached, the person with the latest application date, as shown in Housing, will be asked to make the move.

B. Staged Triples will not be re-filled with another student and students cannot volunteer to triple in rooms not previously established as Temporary triples rooms.

C. After the staged triples have all been re-assigned to normal housing, any further vacancies which occur in normal housing will be filled by offering the space to temporary triple room triples in the same area with date of applications of new students the deciding factor if more than one person wants the space. Continuing students who volunteered to triple will be the last to receive offers to de-triple.

D. Temporary Triples will not normally be reassigned a third person following the de-tripling of an original occupant. However, due to the continuing over demand for housing and the unknown drop-out rate between semesters, empty temporary triples may be assigned new occupants for the spring semester.

III. Rates and Rebates - All three occupants of a triple room (Staged or Temporary) will receive a rebate of 90¢ per day each for every day the room is occupied by three people. Maximum rebate for a triple room per person, per semester is $ 100.

A. All five occupants of an overcrowded apartment will receive a rebate of 63¢ per day each for every day the apartment is occupied by five people. Maximum rebate for an apartment with five people, per person, per semester is $ 70.

B. Rebates will be figured for days of occupancy only. So that rebate checks for the fall semester will reach students prior to the Spring pre-billing in December, all occupants of triple rooms or over-crowded apartments as of December 1 will receive a rebate check for the entire semester. Every effort will be made to have the rebate checks ready for distribution by December 20.

IV. Contract Cancellation

A. Any student who voluntarily withdraws from the University during the first six weeks of the semester will be refunded in line with the approved University refund policy as follows:

1. 80% room refund during 1st or 2nd week
2. 60% room refund during 3rd or 4th week
3. 40% room refund during 5th or 6th week
4. No refund after 6th week

B. Any student whose registration is terminated by the registrar (Not voluntary withdrawal) will be charged for the number of days in residence (or the number of days the room contract was in effect if residency not established) through the date when action is taken to officially terminate.

C. Contract release policy due to overcrowded conditions: Any student resident who wishes to cancel their contract during the academic year (but remain in school) will be allowed to cancel only as long as overcrowded conditions continue to exist. Upon approved cancellation, a $ 100.00 cancellation fee may be charged (or the $100 housing deposit may be forfeited if one is on file) plus charges made for each day of residence at the applicable daily rate.

D. Sublets will not be allowed as long as over-crowded conditions continue to exist and waiting lists are valid.

Note: C and D above apply only to the 1978-79 academic year. During normal years when overcrowding is minimal, release of contract and subletting will be allowed only under the permanent University policy on contract release and subletting.

V. Special Regulations

A. If the residents of an overcrowded room or apartment are offered space in normal housing and refuse the space, no further rebate will be offered to the residents from the date of refusal (within 48 hours of offer) to the end of the academic year.

B. Residents who remain in normal housing after the 3rd or 5th person is moved, receive no further rebate as they will be considered to be in normal housing. However, no furniture except the mattress will be removed from a temporary triple room or an apartment set for five. Charges will be assessed to occupants for any missing or damaged furniture.

C. Extra beds remaining in rooms and apartments may not be used to house guests without payment. University policy clearly states that housing is for the exclusive use of Rutgers students who have been properly assigned housing by the housing office. Students are not authorized to permit extended use of University housing facilities to any visitor. All occupants of a room or apartment share responsibility for assuring that unregistered guests do not occupy bed spaces on campus in violation of University policy. Violators of this policy will be subject to judicial action and termination of residence agreement without refund.

APPENDIX B

Brief URES Subscale Descriptions

Relationship Dimensions

1. Involvement — Degree of commitment to the house and residents; amount of interaction and feeling of friendship in the house.

   Scale Items: 1, 11, 21, 31, 41, 51, 61, 71, 81, 91

2. Emotional Support — Extent of manifest concern for others in the house; efforts to aid one another with academic and personal problems; emphasis on open and honest communication.

   Scale Items: 2, 12, 22, 32, 42, 52, 62, 72, 82, 92

Personal Growth or Development Dimensions

3. Independence — Diversity of residents' behaviors allowed without social sanctions, versus socially proper and conformist behavior.

   Scale Items: 3, 13, 23, 33, 43, 53, 63, 73, 83, 93

4. Traditional Social Orientation — Stress on dating, going to parties, and other "traditional" heterosexual interactions.

   Scale Items: 4, 12, 24, 34, 44, 54, 64, 74, 84

5. Competition — The degree to which a wide variety of activities such as dating, grades, etc., are cast into a competitive framework.

   Scale Items: 5, 15, 25, 35, 45, 55, 65, 75, 85

6. Academic Achievement — Extent to which strictly classroom and academic accomplishments and concern are prominent in the house.

   Sclae Items: 6, 16, 26, 36, 46, 56, 66, 76, 86

7. Intellectuality — Emphasis on cultural, artistic and other scholarly intellectual activities in the house, as distinguished from strictly classroom achievements.

   Scale Items: 7, 17, 27, 37, 47, 57, 67, 77, 87

System Maintenance and System Change Dimensions

8. Order and Organization — Amount of formal structure or organization (e.g., rules, schedules, following established procedures, etc.) in the house; neatness

   Scale Items: 8, 18, 28, 38, 48, 58, 68, 78, 88, 98

9. Student Influence — Extent to which student residents (not staff or administration) perceive they control the running of the house; formulate and enforce the rules, control use of the money, selection of staff, food, roommates, policies, etc.

Scale Items: 9, 19, 29, 39, 49, 59, 69, 79, 89, 99

10. Innovation — Organizational and individual spontaneity of behaviors and ideas; number and variety of activities; new activities.

Scale Items: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

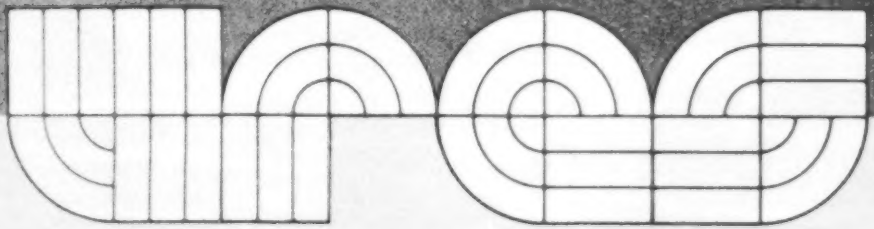
71. There are a lot of spontaneous social activities here.
72. In this house people rarely show affection for one another.
73. People in the house tend to fit in with the way other people do things here.
74. In this house people would rather go on a date than do something with others in the residence.
75. Intellectual one-up-manship is frowned upon here.
76. Around here people who are "academic grinds" are looked on with amusement.
77. Discussions around here are generally quite intellectual.
78. House officers are regularly elected in the house.
79. The students do not take part in staff selection.
80. Constantly developing new ways of approaching life is important here.
81. Very few people here participate in house activities.
82. Most people here tell one another their personal problems.
83. People around here don't worry much about how they dress.
84. Being popular with the opposite sex is not very important here.
85. People here always seem to be competing for the highest grades.
86. In the evening many people here begin to study right after dinner.
87. The people in this house do not have a great deal of intellectual curiosity.
88. This is a pretty disorderly house.
89. The students here determine the times when meals will be served.
90. Things rarely "just happen" around here.
91. People around here don't often go out of their way to be with one another.
92. It is sometimes difficult to approach the house staff with problems.
93. People here tend to rely on themselves when a problem comes up.
94. Around here very little of people's extra-curricular lives is concerned with dating matters.
95. Academic competition is frowned upon here.
96. There are a lot of study groups around here.
97. People here rarely read or talk about serious matters (e.g., world affairs, philosophy, etc.).
98. There is a great deal of confusion during house meetings.
99. The students here determine who their roomates will be.
100. There is a methodical quality about this house.

A SOCIAL CLIMATE SCALE

UNIVERSITY RESIDENCE ENVIRONMENT SCALE

FORM R

MARVIN S. GERST & RUDOLF H. MOOS



INSTRUCTIONS

There are 100 statements in this booklet. They are statements about university living groups. You are to decide which statements are true of your living group and which are not.

Using the separate answer sheet, make an X in the box for T (true) if you think a statement is true or mostly true of your living group. Make an X in the box for F (false) if you think the statement is false or mostly false of your living group.

Please use a lead pencil and erase if you make a mistake. Do *not* make any marks on this booklet.

If you live in a large hall or complex which has 100 or more residents, then your living group, for purposes of this questionnaire, should be the floor or corridor on which you live. If you live in a building or complex of less than 100 people, then your living group is the whole building.

Some of the statements make the distinction between "staff" and "students". For these items, "staff" are faculty, administrative personnel, graduate or undergraduate assistants living in the house.

Please be sure to answer every statement.

CONSULTING PSYCHOLOGISTS PRESS, INC.
577 College Ave., Palo Alto, California 94306

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1. There is a feeling of unity and cohesion here.
2. People here are concerned with helping and supporting one another.
3. People here tend to check on whether their behavior is acceptable to others in the house.
4. Dating is a recurring topic of conversation around here.
5. Around here discussions frequently turn into verbal duels.
6. People around here hardly ever seem to be studying.
7. People around here talk a lot about political and social issues.
8. The house officers function in a somewhat haphazard manner.
9. The staff here decide whether and when the residents can have visitors of the opposite sex in their rooms.
10. New approaches to things are often tried here.
11. Very few things around here arouse much excitement or interest.
12. Around here people tend to hide their feelings from one another.
13. People here pretty much act and think freely without too much regard for social opinion.
14. Some people here spend a lot of time preparing for dates.
15. People don't try to impress each other here.
16. Around here studies are secondary to most activities.
17. There is a good deal of concern about intellectual awareness in this house.
18. The jobs of house officers are not clearly defined.
19. The students formulate almost all the rules here.
20. Innovation is not considered important here.
21. In this house there is a strong feeling of belongingness.
22. Trying to understand the feelings of others is considered important by most people in this house.
23. Around here people are not interested in up-holding social conventions.
24. People here consider other types of social activities to be more important than dating.
25. In this house people tend not to compete with each other.
26. People here work hard to get top grades.
27. People here very rarely discuss intellectual matters.
28. House procedures here are well established.
29. The staff here have the last say about student discipline.
30. In this house people often do unusual things.
31. Most people here have a strong sense of loyalty toward the house.
32. People here try to make others feel secure.
33. Behaving correctly in public is pretty unimportant in this house.
34. In this house dating is not important.
35. People around here are always trying to win an argument.
36. Most people here consider studies as very important in college.
37. There is not much appreciation here for classical music, art, literature, etc.
38. House activities are pretty carefully planned here.
39. House finances are handled exclusively by students here.
40. Doing things in a different way is valued around here.
41. Most of the people in this house know each other very well.
42. The people here are often critical of others in the house.
43. Most people here know and use the commonly accepted rules of social conduct.
44. Nearly everyone here tries to have a date on weekends.
45. In this house people don't try to be more "cool" than others.
46. People around here tend to study long hours at a stretch.
47. The people in this house generally read a good deal about intellectual material other than class assignments.
48. Meetings and activities follow a pretty regular schedule in the house.
49. Students enforce house rules here.
50. The people here seem to be doing routine things most of the time.
51. This is a rather apathetic house.
52. People around here are not very considerate of the feelings of others.
53. Behaving properly in social situations is not considered important here.
54. Few people in this house go on dates.
55. People here try to appear more intellectual than others in the house.
56. Most people plan activities other than studying for weekends.
57. Around here people tend not to value ideas for their own sake.
58. Around here the staff usually sets an example of neatness and orderliness.
59. Around here the staff decide who gets the single rooms.
60. Around here there is a minimum of planning and a maximum of action.
61. People in the house often do something together on weekends.
62. People here tell others about their feelings of self-doubt.
63. Around here people try to act in ways that will gain the approval of others in the house.
64. Having exchanges and parties is a high priority activity in this house.
65. People who have lots of dates tend to let others in the house know.
66. Around here people don't let studies interfere with the rest of their lives.
67. The people here are generally pretty interested in cultural activities.
68. House finances are handled in a pretty loose fashion.
69. Rules about social conduct are sometimes enforced by the staff.
70. There is a sense of predictability about this house.

APPENDIX C

BIOGRAPHICAL AND EXPERIENCE QUESTIONNAIRE

The following questionnaire has been developed by the Social Ecology Laboratory at Stanford University. It is a questionnaire which we are using together with the University Residence Environment Scale. Please fill out the questionnaire as carefully and completely as you can. All answers will be analyzed in groups, and no individual data will be released to anyone. Please feel free to comment or add any information at the end of the questionnaire.

Student Number _____ Name _____ Hall _____

SECTION I: Background

1. Ethnic Background:

American Indian	1	Mexican American	4	
Black	2	Oriental	5	(1)
Caucasian	3	Other	6	

2. Number of brothers
   0 1 2 3 4 5 6 7 8 9 or more (2)

3. Number of sisters
   0 1 2 3 4 5 6 7 8 9 or more (3)

4. Sex

Female	1	(4)
Male	2	

5. Age

First Digit	(5)
Second Digit	(6)

6. Year in School

Freshman	1	Senior	4	(7)
Sophmore	2	Other	5	
Junior	3			

7. Of the last four (4) weekends, how many have you:

spent on campus	0 1 2 3 4	(8)
spent at home	0 1 2 3 4	(9)

8. Did you choose this house as your:

first choice	1	fourth choice	4	
second choice	2	no choice	5	(10)
third choice	3			

9. If you preferred a different house, was it:

one sex house	1	frat or soro	3	
coed house	2	off campus	4	(11)

10. How many semesters have you lived in this house, including current one? (12)

11. Would you like to live in this house next year?

Yes	1	Probably not	4	
Probably	2	No	5	(13)
Neutral	3			

SECTION II: Major Field

12. What is your probable college major subject area? (Circle one)

Engineering	1	
Pharmacy	2	
Creative & Performing Arts	3	
Humanities/Language	4	(14)
Math/Science	5	
Social Studies	6	
Other (specify)	7	

13. What is your possible alternative major or minor subject area? (circle one)

Engineering	1	
Pharmacy	2	
Creative & Performing Arts	3	
Humanities/Language	4	(15)
Math/Science	5	
Social Studies	6	
Other (specify)	7	

14. What is the highest academic degree that you intend to obtain? (circle one)

None	1	
Associate (or equivalent)	2	
Bachelor's degree (B.A., B.S., etc.)	3	
Master's degree (M.A., M.S., etc.)	4	
Ph.D. or Ed.D.	5	(16)
M.D., D.D.S., or D.V.M.	6	
LL.B. or J.D.	7	
B.D.	8	
Other	9	

SECTION III: Self-descriptions and feelings

Listed below are some adjectives people use to describe themselves. Please look at each one and indicate how well that term describes the way you see yourself: not at all, somewhat, moderately, or fairly accurately. (circle one)

15.	Not at all	Somewhat	Moderately well	Quite Accurately	
1. Ambitious	1	2	3	4	(17)
2. Athletic	1	2	3	4	(18)
3. Calm	1	2	3	4	(19)
4. Cautious	1	2	3	4	(20)
5. Cooperative	1	2	3	4	(21)
6. Dominant	1	2	3	4	(22)
7. Easy going	1	2	3	4	(23)
8. Energetic	1	2	3	4	(24)
9. Happy	1	2	3	4	(25)
10. Idealistic	1	2	3	4	(26)
11. Intellectural	1	2	3	4	(27)
12. Outgoing	1	2	3	4	(28)
13. Poised	1	2	3	4	(29)
14. Rebellious	1	2	3	4	(30)

Below is a list of different troubles or complaints people sometimes have. For each one please indicate how often you were bothered by such a complaint during the past month.

Symptom 16.	Never	Once or Twice	Occasionally	Frequently	
1. Back pains	1	2	3	4	(31)
2. Cold sweats	1	2	3	4	(32)
3. Common cold	1	2	3	4	(33)
4. Constipation	1	2	3	4	(34)
5. Diarrhea	1	2	3	4	(35)
6. Dizziness	1	2	3	4	(36)
7. Fever	1	2	3	4	(37)
8. General aches and pains	1	2	3	4	(38)
9. Headaches	1	2	3	4	(39)
10. Loss of appetite	1	2	3	4	(40)
11. Muscle twitches or trembling	1	2	3	4	(41)
12. Nervousness or tenseness	1	2	3	4	(42)
13. Rapid heart beat	1	2	3	4	(43)
14. Skin rashes	1	2	3	4	(44)
15. Upset stomach	1	2	3	4	(45)

Below is a list of things that people sometimes take to preserve or improve their health. Please indicate how often during the past month you took each of the things listed.

17.	Never	Once or Twice	Occasionally	Frequently	
1. No-doz	1	2	3	4	(46)
2. Aspirin	1	2	3	4	(47)
3. Health foods	1	2	3	4	(48)
4. Iron supplements	1	2	3	4	(49)
5. Laxatives	1	2	3	4	(50)
6. Sleeping pills	1	2	3	4	(51)
7. Stomach medicine (for indegestion)	1	2	3	4	(52)
8. Tonics	1	2	3	4	(53)
9. Tranquilizers (nerve medicine)	1	2	3	4	(54)
10. Vitamins	1	2	3	4	(55)
11. Dietary food for weight control	1	2	3	4	(56)
12. Medicine prescribed by a physician	1	2	3	4	(57)

Here is a list which describes some of the ways people feel at different times. Please tell us how often you felt like this during the past month.

Feeling 18.	Never	Once or Twice	Occasionally	Frequently	
15. On top of the world	1	2	3	4	(58)
16 Very lonely or remote from other people	1	2	3	4	(59)
17. Angry at some minor frustration	1	2	3	4	(60)
18. That you just couldn't get going	1	2	3	4	(61)
19. Particularly excited about something	1	2	3	4	(62)
20. Depressed or very unhappy	1	2	3	4	(63)
21. Pleased about accomplishing something	1	2	3	4	(64)
22. Bored	1	2	3	4	(65)
23. So restless you couldn't sit still long	1	2	3	4	(66)
24. That you had far too much to do	1	2	3	4	(67)
25. Vaguely uneasy without quite knowing why	1	2	3	4	(68)

APPENDIX D

INFORMED CONSENT

This study is sponsored by the Office of the Dean of Students and the purpose is to gain information about your reactions to the college/living environment. We expect that such information will enable us to better serve the needs of students. Your participation is voluntary and you may withdraw at anytime without penalty. Your individual responses and scores on these questionnaires will be used only in group research and will not be identified with you personally. All information will be maintained by student number only and the list matching names with student number will only be available to the principal investigator.

No personal information will be released to anyone at Rutgers, including members of the Office of the Dean of Students, but will be available only to the principal investigator. Academic information such as GPA and SAT scores will be obtained from your records, but as with the questionnaire, this information will only be used to compare groups of students.

I UNDERSTAND AND AGREE TO THE ABOVE:

_____	_____
Name (please print)	Signature
_____	_____
Student Number	Residence Hall/Room

1 -- If you are VERY DISSATISFIED.
2 -- If you are SOMEWHAT DISSATISFIED.
3 -- If you are SATISFIED, no more, no less.
4 -- If you are QUITE SATISFIED.
5 -- If you are VERY SATISFIED.

30. The places you can go to rest during the day (82)
31. The availability of quiet study areas for students (83)
32. The opportunity to make close friends here (84)
33. The friendliness of most students (85)
34. The chance to work on projects with members of the opposite sex (86)
35. The interest that advisors take in the progress of their students (87)
36. The activities and clubs you can join (88)
37. The chance to get acquainted with other students outside of class (89)
38. The chances to go out and have a good time (90)
39. The things you can do to have fun here (91)
40. The chance of having a date here (92)
41. The chances for men and women to get acquainted (93)
42. The chances to meet people with the same interests as you have (94)
43. The choice of dates you have here (95)
44. The campus events that are provided for students here (96)
45. The activities that are provided to help you meet someone you might like to date (97)
46. The kinds of things you can do for fun without a lot of planning ahead (98)

19. How often during your senior year in high school did you use the service of: (circle the appropriate number)

	Never	Once or Twice	Some-Times	Often	
A personal doctor	1	2	3	4	(69)
A school counselor	1	2	3	4	(70)
A personal counselor or psychiastrist	1	2	3	4	(71)

SECTION IV: Satisfaction

This section contains 27 items regarding satisfactions and dissatisfactions of college students. Its purpose is to give you a chance to tell how you feel about your college or university . . . what things you are satisfied with, and what things you are not satisfied with.

Read each statement carefully.

Decide how satisfied you are with that aspect of your school described in the statement.

Mark your answers on the answer sheet by blackening the space, numbered 1, 2, 3, 4, or 5 which best represents how satisfied you are. Use the following key:

1 -- If you are VERY DISSATISFIED.
2 -- If you are SOMEWHAT DISSATISFIED.
3 -- If you are SATISFIED, no more, no less.
4 -- If you are QUITE SATISFIED.
5 -- If you are VERY SATISFIED.

Please note:

Be sure to use a No. 2 pencil (not a pen)
The items on the answer sheet are numbered across the page from LEFT to RIGHT, not from top to bottom.

INDICATE HOW SATISFIED YOU ARE WITH:

20. The chances of getting a comfortable place to live (72)
21. The availability of good places to live near the campus (73)
22. The cleanliness of the housing that is available for students here (74)
23. The chance to have privacy when you want it (75)
24. The availability of good places to study (76)
25. The places provided for students to relax between classes (77)
26. The concern here for the comfort of students outside of classes (78)
27. The noise level at your campus residence when you are trying to study (79)
28. The availability of comfortable places to lounge (80)
29. The chance to live where you want to (81)